ERIC Document Resume	See Instruction Sheet	DATE OF RESUME	DATE RECEIVED

A. PUBLICATION DATA

1. ERIC ACCESSION NUMBER	2. ORIGINATOR CONTROL NO(S).	3. IDENTIFICATION NO.	DO NOT WRITE IN SPACE BELOW
ED002592	N.A.	N.A.	

4. AUTHOR(S):
N.A.

5. TITLE OF DOCUMENT ABSTRACTED:
Elementary School Reading Centers

6. PUBLICATION TITLE:
N.A.

7. EDITOR(S):
N.A.

8. PLACE OF ORIGIN
ORG. Milwaukee Public Schools
ST.
CITY, STATE Milwaukee, Wisconsin
TELE. EXT.
INST/LOC CODE

9. PUBLISHER OR SOURCE
Milwaukee Public Schools
Special Education Department
Milwaukee, Wisconsin

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
N.A.	N.A.	1963	9

MICROFILM COPY AVAILABLE YES [X] NO [ ]

COPYRIGHT GRANTED YES [ ] NO [X]

COPYRIGHT RELEASE FILED YES [ ] NO [ ]

TYPE OF REPORT
PROPOSAL [ ]
IN-PROGRESS [X]
FINAL [ ]
FOLLOW-UP [ ]

OTHER ERIC REFERENCES:

ERIC SATELLITE CODE

B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR
report

16. INDEXING TERMS (6-12)

elementary education	admission policies	reading gain		
reading improvement	progress evaluation	placement		
reading centers	test results			

17. ABSTRACT (MAX. 280 WORDS)

Elementary reading centers for the year 1962-63 served more students of average ability than students of high or low ability. Average reading gain per student was noted as approximately one year. Names of intelligence tests and achievement tests (both silent and oral reading) and the number of times they were used are given. Students came from schools with an 8th grade top as well as schools with a 6th grade top. The average number of months in the center was 7.5 months for those students from the 8th grade top schools, and 8.5 months for children from the 6th grade top schools. The additional length of time for the children in the 6th grade top schools may be a factor in their gain being comparable to that of children in the 8th grade top schools. Enrollment of classes was usually below 50, and in some cases was between 35 and 40. Teacher, parent, and student comments o the effectiveness of the program are included.

A special handbook prepared for the use of reading center teachers, administrators, and other interested personnel is given. Testing and teachers' judgments determine which children are eligible for remedial help, and those children eligible are invited, rather than assigned, to a reading center. Upon attainment in reading commensurate with their mental ages, pupils are excused from further attendance in the reading center, but careful observation of them continues in the classroom to see that achievement is maintained. The testing program, admission policies, organization of classes, and evaluation of pupil progress are explained. Tests used were: Lorge Thorndike and California Test of Mental Maturity for intelligence; Gilmore and Gates for oral reading; and Iowa Basic Skills, California, and Gates Reading Survey for silent reading. Suggested remedial aids include McCall-Crabbe Standard Test Book, Practice Readers, and Readers Digest Skill Builders.

ERIC No.

18. SOURCE OF ABSTRACT

C. FUNDING DATA

19. SUPPORTING ORGANIZATION	20. DIVISION OR DEPT.	21. CONTRACT NO. / PROJECT NO.
	22. TOTAL COST OF PROJECT	
	23. DURATION OR PROJECT	U.S. Department of Health, Education, and Welfare Office of Education

ERIC Form 1

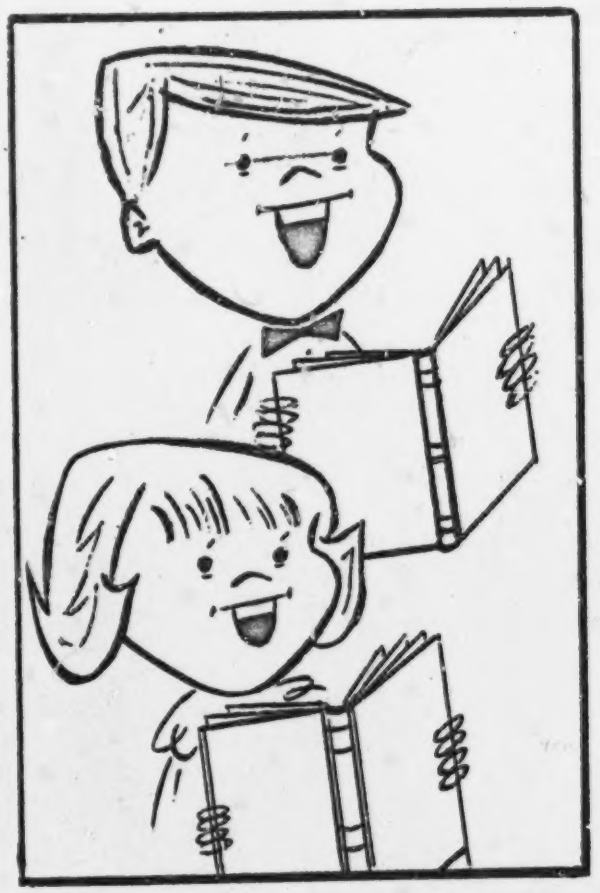
U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education

This document has been reproduced exactly as received from the person or organization originating it. Points of view or opinions stated do not necessarily represent official Office of Education position or policy.

ED002592

SUMMARY REPORT

ELEMENTARY SCHOOL READING CENTERS



MILWAUKEE PUBLIC SCHOOLS

1962-1963

J0496

MILWAUKEE PUBLIC SCHOOLS
Special Education Department

SUMMARY REPORT

ELEMENTARY SCHOOL READING CENTERS

July 1963

Introduction

This is a summary of the reports received from the elementary school reading center teachers at the end of the school year 1962-1963. Three new centers were opened in September, one each at Carleton, Cass, and Whitman Schools. One new center was opened at Victory School the second semester. After a survey showed the need for a reading center at the Irving School, and because of a reduced number of pupils in need of this help at the Browning School, the teacher at Browning served that school in the mornings and the Irving School in the afternoons beginning November 5, 1962. Lee School, in which remodeling was taking place, did not have a reading center until the second semester when classes were resumed there. Because of this, Story School had a full-time reading center during the first semester and then was reduced to three days a week, the teacher spending the other two days at Lee. Beginning March 20, 1963, the reading center teacher at Bartlett Avenue School divided his time between that school and Bruce School — he was at Bartlett in the mornings and Bruce in the afternoons.

Location and Personnel

8th Grade Top Schools:

**Bartlett Avenue	Arthur Albino
Burdick	Mrs. Faith Zentgraf
Dover	Elinor Thompson
Franklin	Helena Bubeck
Garden Homes	Mrs. Jennie Shouldice
Keefe Avenue	Greg Karolczak
Oklahoma Avenue	Sophie Wydra
*Story	Jane Olsen
Trowbridge	Mrs. Loretta Sielen
Twenty-first Street	Mrs. Helen Keck
Vieau	Michael McElwee

6th Grade Top Schools:

Auer Avenue	Mrs. Dorothy Konkel
**Browning	Mrs. Ruth Brotton
***Bruce	Arthur Albino
Carleton	Bernice Habeck
Cass Street	Norman Klofta

Eighteenth Street	Mrs. Marie Braun
Engleburg	Robert Smith
Field	Mrs. Evelyn Jones
Fifth Street	Mrs. Mary Mosely
Hampton	Mrs. Marion Giese
Hopkins Street	Mrs. Phyllis Wiggins
***Irving	Mrs. Ruth Brotton
La Follette	Mrs. Marjorie Wright
Lancaster	Mrs. Katherine Gilbert
*Lee	Jane Olsen
Lloyd Street	Signe Pearson
Morgandale	Virginia Grant
Ninety-fifth Street	Mrs. Elsie Kleis
Ninth Street	Mrs. Adean Smith
Palmer	Mrs. Faye Meyeroff
Riley	Mrs. Mary Taugher
Thirty-first Street	Mrs. Ruth Simning
Twelfth Street	Mrs. Wilma Bey
Twentieth Street	Norma Lippert
Twenty-seventh Street	Mrs. Nancy Cole
Victory	Mrs. Norma Wilson
Wisconsin Avenue	Jacob Butschli

*Part-time second semester
**Mornings only
***Afternoons only

Reading Center Facts

1. Enrollment

   A. Elementary schools with an 8th grade top

      11 reading centers — 11 teachers

      678 students enrolled — 401 boys, 277 girls

      The average length of time that each student was enrolled in the center was 7.5 months.

   B. Elementary schools with a 6th grade top

      27 reading centers — 25 teachers; 2 of the teachers were assigned part time to 6th grade top school

      1712 students enrolled — 1009 boys, 703 girls

      The average length of time that each student was enrolled in the center was 8.5 months.

C. Number discharged during the school year because they were reading up to their ability

	Boys	Girls
8th Grade Top	180	147
6th Grade Top	384	283
Total	564	430

D. Number of drop-outs during school year

	Boys	Girls
1) Moved	69	71
2) Behavior	25	6
3) Other reasons (majority of these were graduated or promoted to a higher grade)	86	67

II. Grade Distribution

	Boys	Girls		Boys	Girls
4B	283	182	[illegible]	202	172
4A	267	180	7B	23	25
5B	199	126	7A	23	19
5A	156	86	8B	13	13
6B	141	105	8A	35	43

III. Intelligence Test Data

A. Intellectual ability as measured by several intelligence tests was distributed as follows:

	Number	Per Cent
IQ 125 and above	47	2.04
IQ 110 to 125	331	14.30
IQ 90 to 110	1257	54.12
IQ 80 to 90	495	21.05
IQ below 80	174	7.55
No tests available	31	

The median IQ with thirty schools reporting was 95.3.

B. As in the school year 1961-1962, the distribution of students enrolled in the reading centers closely approximates the normal curve of intelligence.

IV. Test Data

In reading centers, the results of a variety of tests administered are used as a screening device to determine eligibility

for reading center placement. The results of an individual psychological study were given preference over those of group tests. The results of the tests administered as a part of the city-wide testing program were used whenever available. The kinds of tests and the number of times they were used are listed below.

A. Intelligence Tests

1. Stanford-Binet Intelligence Scale - 5
2. Wechsler Intelligence Scale for Children - 10
3. Lorge-Thorndike - 36
4. California Test of Mental Maturity - 21
5. Otis Quick Scoring - 2
6. Kuhlmann-Anderson - 3
7. Pintner-Cunningham - 7

B. Achievement Tests

1. Silent Reading

a. Iowa Basic Skills - 8
b. Gates Survey, Forms 1, 2, 3 - 30
c. California Reading Test - 19
d. California Primary Test - 4
e. Gates Advanced Primary - 4
f. Chicago A - 1

2. Oral Reading

a. Gilmore Oral, Forms A and B - 32
b. Gray's Oral - 16
c. Wide Range - 4
d. Standardized Oral Paragraphs - 1
e. Informal Oral Inventory - 8

V. Results of Reading Center Services

The average reading gain per student reported for the schools with an 8th grade top was as follows:

	Boys	Girls
Silent	.98	.94
Oral	1.37	1.4

The average reading gain per student reported for the schools with a 6th grade top was as follows:

	Boys	Girls
Silent	1.0	1.1
Oral	1.2	1.4

The following remarks were made by parents:

"My son just loves to go to the Reading Center. He has learned to pronounce words better this year."

"Thank you very much for the help you have given ——— in your reading class. ——— is doing very well with her English. She reads and speaks better English than anyone in our home. She does much better than our older daughter who studied English in Italy."

"My son not only reads the evening paper now, but also reads the hymnal during church service."

"I am grateful for the opportunity that my child has had in going to the Reading Center. I could pin roses on you for the help you have given to ———."

Mrs. ——— said, "I had a reading problem when I was a child. I am so glad that my children have an opportunity to get extra help in reading."

"My husband and I feel ——— enjoys school more because of the help she is receiving in the Center. She also spends more time reading out loud to her family and is more sure of herself. She is very sensitive and does not like failure and, therefore, is happy she is progressing."

"The Reading Center has certainly helped my daughter. She never took an interest in reading before and now we find her reading every chance she gets. She now asks for very little help when reading a story to herself."

"I am pleased that ——— has had the chance to enroll in the special reading class. I know he needed help, but I myself didn't know just where to start teaching him. He has become more interested in reading, as he now knows more words and is able to read better by himself."

"I am very pleased that ——— has been placed in your class and I hope that this will be the key to oper the door of learning for him. He really tries hard and, although I tried to help him at home, it just wasn't enough. He brought books home from the library and is more interested in them (space travel) than in TV. Also, he would like to take music lessons, but I feel it would be to no avail if he cannot read better or faster. May I confer with you Friday after school if it is convenient for you?"

"Just a line to let you know I am pleased to see that ——— has progressed as far as he has and will maintain

my effort to try to keep him forging ahead to do better work. I also appreciate all the time and effort you have spent in teaching him. If there is anything further I can do at home to help him, please do not hesitate to let me know."

Student comments:

"My mother is real glad I was able to get into the special reading class. I've only been in two weeks and she says that I'm reading better already."

"I enjoyed unlocking new words, reading the stories and books, and playing the games in the Reading Center. Is it time to leave already? Time just flies when we are in this room."

"Reading Center has helped me when I could not say the words. I like to read books and work on the blackboard more than anything else. It was fun to learn the flash cards, it was fun to take the tests and it was fun to go to the Reading Center."

"Ever since I entered the Reading Center at ——— School, I have become more interested in reading books of many kinds. I have a lot more confidence in my reading ability and I have improved my vocabulary power. Even my reports in Social Studies and Science have shown better organization."

"I read about Mr. Roebling, the man who built the Brooklyn Bridge in our encyclopedia last night. It was very interesting to read more about him. The story in the Reader's Digest was exactly right."

"The Reading Center helped me in my classroom and in reading books. I like to read more now. I like to read in my Reader's Digest in the Reading Center. I would like to come back to Reading Center. I like Reading Center because it is fun to be in. I like one story especially in my Reader's Digest. The name of it is "A New Kind of Goodness." I like to read Treasure Stories. I like open and closed syllables and suffixes and prefixes, short and long vowels, too."

Teacher comments:

The parents who came on Conference Day made many favorable comments on the improvement in reading by their children. As a parent was in during every fifteen-minute period, there was no time to write down any of their comments. Some of their expressions were: "——— is bringing home books to read now." "——— wants to go to the library every Saturday. She takes her sister with her." "——— reads to me every night. She is able to read harder books now."

The parents in one neighborhood were very enthusiastic about the Reading Center in their district school and often stopped to express their "thanks" and "appreciation" and then would add, "I hope that ——— will be able to get in the Reading Center."

"At the parent-conferences the wonderful things the parents said about the Center made me realize the true significance of our philosophy of education (Milwaukee schools') and the importance of Special Education interpreting this philosophy to the public, via actual enterprise. I am proud of the Reading Centers, Reading Center teachers, and our supervisor."

The Reading Center was very warmly welcomed by the parents. Most parents expressed gratitude and appreciation for the help their children received. All parents were individually interviewed twice during the year (each semester). This was done during the noon period, after school, and on Conference Day. The total was 80 conferences.

Classroom teachers at ——— are especially cooperative in reporting on gains in understanding in content subjects and in the excellent word attack work that children enrolled in the Reading Center carry over into classroom work.

Thirty-four parents visited the Reading Center on Conference Day last spring and all were interested in the methods, materials, and philosophy of the Reading Center at ——— School. They sensed the need for this type of instruction and were appreciative of the efforts of the principal and teachers in attempting to improve the reading habits of their children.

Discussion

The elementary reading centers are again serving a higher proportion of students of average ability than students of high or low ability. Over three hundred and fifty more children had reading center help in the school year 1962-1963.

The average reading gain was computed from the gains made in both the silent and oral reading tests. This year, the average reading gain for schools with an 8th grade top and a 6th grade top was approximately the same.

The average number of months in the reading center for those children with an 8th grade top was 7.5 months and those with a 6th grade top was 8.5 months. The additional length of time for the children in the 6th grade top schools may be a factor in their gain being comparable to that of children in the 8th grade top schools.

Most of the reading centers have kept their enrollment below 50. The reports indicated that where the enrollment was lower, 35-40, a greater number of children were discharged because they were reading up to their ability. This points up to the fact that more individual help may be given to children when the group is smaller.

The all-city testing program has now served most of the classes where children are eligible for reading center placement. This year more of the teachers used the results of these tests than heretofore. The results of a larger number of individual tests as the Binet and Children's Wechsler were also used a greater number of times. In this way, we avoid duplication in testing and more time for teaching can be used effectively.

A larger number of children with foreign language backgrounds were enrolled in the reading centers this year. As one parent indicated, the entire family was helped to develop reading skills by the techniques their child was exposed to in the reading center.

Many of the reading center teachers gave enthusiastic reports from the parents on Conference Day. Others gave similar reports from PTA meetings and Open House programs within the school. This is indicative that good public relations programs have been established within their particular community and the reading center program is an accepted one.

Reading is a systematic development of skills, an extension of interests and hobbies, etc. based upon the needs, abilities, interests, and experiences of children. It is commendable to say that the reading center teachers within the schools have demonstrated the ability and knowledge to work closely with the principal and staff to develop programs suitable to the total growth and adjustment of the children within the schools.

This is a summary of the reports from the elementary reading centers for the year 1962-1963.

Respectfully submitted,

Thelma D. Stack

Mrs. Thelma D. Stack, Supervisor
Elementary Reading Centers

lk

MILWAUKEE PUBLIC SCHOOLS
SPECIAL EDUCATION DEPARTMENT

Handbook for Elementary Reading Center Teachers of the Milwaukee Public Schools

I. Purpose

This handbook is intended for the use of reading center teachers, administrators, classroom teachers, and other interested personnel. Its primary purpose is to set broad guidelines of procedure. Considerable flexibility is intended, rather than precise definition in all areas.

II. History

In the spring of 1948, reading centers were started in the Milwaukee Public Schools to give special instruction to children whose reading performance was not up to their abilities. At the close of the 1948-9 school year, there were twelve centers in existence. The success of the program offered was apparent through (1) test results; (2) the judgment of the teachers and parents; (3) the improved class performance of children attending the reading centers. Gradually other schools recognized a need for improvement in reading. At the present time 24 elementary schools have the services of a full-time reading improvement teacher and 5 elementary schools have part-time service.

III. Philosophy

Today reading is regarded as the most important subject in the elementary schools. The child who cannot read is greatly handicapped by this inability. Some children, after completing the first three years of school, may not be reading up to their mental level. This is determined by tests and teachers' judgments. Children who are eligible and who, it is believed, would profit by remediation are invited to, rather than assigned to, a reading center. When children who have been enrolled in the reading center have made progress and reached the attainment in reading commensurate with their mental ages, they are excused from further attendance in the reading center. Careful observation in the classroom to which the child has returned is made in order that he maintains that which has been achieved by attendance in the reading center.

IV. Functions

A. Selection of reading cases

1. The testing program

a. The results of both the intelligence and achievement tests in the all-city testing program should be used whenever possible.

b. If an individual intelligence test - Binet or Wechsler-Bellevue - has been administered, the results of this test are to be given preference.

J0496

c. A standardized silent reading test should be given when a pupil is placed in the reading center. The results of the Iowa Basic Skills reading test may be used for comparison. A silent reading test is administered at the end of the year.

d. An oral reading test must be given at the beginning and end of each semester, thus three times a year.

e. A test catalog (issued to every school) lists tests available in stock from the Stores Division. Other tests may be ordered on special requisitions. When possible, use the Iowa testing results.

f. Other specific diagnostic tests are to be used as needed.

g. Reading center teachers are NOT expected to do full-time city-wide testing for an entire school.

h. Children are screened periodically with an audiometer. These results should be in the child's cumulative folder and on his health record card. Additional diagnosis can be requested through the school nurse.

i. Children are screened periodically for visual defects by the school nurse or school doctor. Usually, the Snellen Chart is used.

j. The school physician is available for consultation in cases of possible brain damage, incipient epilepsy, poor vision, defective hearing, and poor muscular tone.

2. Admission policies

a. Pupils may be a year or more retarded from their reported mental age. Considerable flexibility in this is allowed, depending on each case. Priority should be given to those who are the most retarded and generally to children with average and above average intelligence.

b. Children with below average intelligence are also eligible if they are a year or more retarded.

c. Recent individual intelligence test scores (i.e., Wechsler or Binet) are considered more valid than group test scores.

d. In some cases, the scores on performance parts of intelligence tests may give better evidence of reading needs than verbal or composite scores.

e. Reading center teachers <u>may</u> recommend a student for exclusion if prognosis is poor on the basis of the following reasons:

(1) History of extreme behavior disorder
(2) History of extreme apathy
(3) Poor response to previous help in the reading center
(4) Lack of sufficient available data for diagnosis
(5) Backlog of other students with more favorable prognosis

f. Selection should not be by formula alone. Individual diagnosis and teacher judgment should prevail in most cases.

B. Organization of reading improvement classes

1. Experience has shown that a teacher can deal effectively with no more than 40 children daily, and at the most 70 per year.

2. Class size generally should be about 6 to 8.

3. There must be time during the day (8:30 - 9:00 A.M. or during a free period) for teachers to see pupils individually.

4. Generally, two semesters of help should be given to each student. In some cases, a student may need additional help.

5. Class periods will range from 30 to 45 minutes and according to need.

6. It is recommended that classes be held daily rather than on intermittent days.

7. Classes are scheduled with a minumum of distraction to the regular classroom teacher and to the student himself. Avoid having the child miss arithmetic and gym. In some cases, students will resent missing a favorite subject. This should be avoided.

8. Classes may be organized on the basis of homogeneous grouping, grade level, or age level, according to each particular situation.

C. Evaluation of pupil progress

1. A final annual report is sent to the central office in June -- see sample handbook.

2. The teacher must keep detailed records for each pupil.

3. A good device is to keep students aware of their progress.

4. Parents, classroom teachers, and principals will be interested in students' progress.

V. Materials and Supplies

A. Tests - Milwaukee Public School Test Catalog

1. Intelligence

a. Lorge Thorndike

b. California Test of Mental Maturity

2. Reading

a. Oral

(1) Gilmore
(2) Gates

b. Silent

(1) Iowa Basic Skills
(2) California
(3) Gates Reading Survey

B. Suggested Remedial Aids

1. McCall-Grab Standard Test
Lessons in Reading Book A, B, C $.45
Bureau of Publications
Teachers College
Columbia University
New York

2. Practice Readers, Stone & Grover
Book 1, 2, 3, 4
Webster Publishing Company
St. Louis, Missouri

3. Reading for Meaning
Book 2, 3, 4, 5
Lippincott & Company
Chicago, Illinois

4. Readers Digest Skill
Builders - level 2 through 6 - Parts 1 & 2 $.51
Reader's Digest Educational Service Inc.
Pleasantville, New York

5. We Talk, Spell and Write
Pupils' Edition - #1089
Teachers' Edition - #1100
Scott, Foresman & Company
433 Erie Street
Chicago 11, Illinois

6. Red Deer
Charles E. Merrill Company
1300 Alum Creek
Columbus 16, Ohio

7. Scottie
Charles E. Merrill Company
1300 Alum Creek
Columbus 16, Ohio

C. Games

1. Group Word Teaching Game

2. Vowel Lotto

3. Group Sounding Game
   Garrod Press
   Champaign, Illinois

4. Go Fish - first series

5. Go Fish - second series

6. Vowel Dominoes
   Remedial Reading Center
   Washington D.C.

D. Library Books

CJO
4-1960